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ABSTRACT

A pilot study interviewed 8 part-time faculty members at universities or colleges in Northeast Ohio to investigate the socialization of part-time faculty members in academic settings. Results showed that part-time faculty: (1) often feel isolated and lament not being able to establish professional and personal relationships with peers; (2) believe that lack of professional development can have serious consequences on the quality of classroom instruction and their own career advancement; and (3) who have had extensive experience in the classroom are more likely to be satisfied with socialization opportunities available to them. Extensive quotes from interviewees' remarks provide insight into the research questions. (Contains 26 references; an appendix contains the interview form.) (SR)

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A Pilot Study Investigation of the Socialization of Part-time Faculty Members in Academic Settings

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Terry, an adjunct faculty member at three universities, describes her career as stagnant. She has a master's degree, has considered earning a Phd, but was advised against it. The options for tenure-track faculty are decreasing, according to her mentor. She teaches anywhere from two to four classes at each university. Some are quarters, some semesters. They all overlap. She doesn't really belong to one program. She always hopes that, at one university or college, an opportunity for full-time employment will become available. Currently, she is re-evaluating her options, strengths, and goals.

Terry's situation is not unfamiliar to many part-time faculty members. They exist on the periphery in many departments. The current trend toward increased use of part-time faculty members at the university level means more instructors are not being inducted as tenure-track faculty

members. Estimates range from 38% at universities to 67% at community colleges for part-time faculty (German, 1996). These part-timers move from university to university, working a series of short-term contracts. They are often treated as transient or temporary workers (Thompson, 1995).

Part-time faculty teach a variety of classes, may advise students, and participate in department functions. They are not, however, faculty members in every sense of the word. They do not have tenure-track positions, do not serve on university committees, and do not participate in decision making. They are not linked members of the university community. German (1996) defined part-time as those with less than a full teaching load. Some define it relationally, that is, when faculty have a tenuous relationship with an institution, one that does not have an expectation of long term commitment, the faculty member can be considered part-time.

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Research on socialization processes of new employees suggests temporary workers miss out on many of the activities in which 'regular' employees engage. Algren (1997) noted that temporary employees do not have the same support system that full-time employees are given. They are expected to assimilate to the university/college culture quickly which can be stressful for them, especially when they are treated as though invisible or unwelcome (German, 1996). German reported that in a survey of full-time faculty, 80% believed part-timers affected academic excellence negatively. Little attention is given to faculty development for part-time faculty members. German noted that because universities and college exhibit little interest in developing part-timers, it is understandable that they have less of a commitment to excellence and to the institution. German wrote that it is "not surprising that part-time faculty have become invisible in our midst" (p. 237).

Part-time faculty

Roueche, Roueche, and Milliron (1995) pointed out that universities would benefit from socializing part-time faculty but many administrators do not move to implement such programs. Efforts at socialization are "more than a welcoming event; [they are] part of a well-developed plan for acquainting faculty with the culture of the institution, the norms of the institution, the expectations of the college, and the roles of new members of the community" (Roueche et al., 1995, p. 61).

Within the college/university setting, German (1996) reported that approximately 91% of part-timers are unranked, that is, they are outside the normal channels of advancement. Of these people, only 19% can be classified as moonlighters or semi-retired professionals (Finklestein, 1985). That leaves a large group of instructors, who are primarily women, without the security of a career. German (1996) noted that in addition to

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part-timers feeling invisible, other effects have not been explored by researchers.

Socialization

Socialization is the process of learning the culture, norms, and expectations of the workplace (van Maanen, 1976; van Maanen & Schein, 1979). Within the college/university setting, this would include course expectations, grading, and learning policy and procedures. According to Falcione and Wilson (1988), socialization is critical to organization effectiveness. The process of socialization for a newcomer to a working world progresses through a series of stages.

The socialization process has been shown to be a powerful tool in organizations. It has been linked to many variables including satisfaction and feelings of self-worth (Feldman, 1976), effective performance (Wanous, 1980), productivity (Schein, 1961, 1968, 1980), role clarity and

performance (Blau, 1988), and commitment (Buchanan, 1974; Falcione & Wilson, 1988; Feldman, 1981). Many organizations formally acknowledge the importance of the entry process and provide formal socialization programs especially designed for new recruits such as orientation programs, off-site training sessions, and social get-acquainted activities (Nelson & Quick, 1991). Documents such as employee handbooks, operating rules and regulations, booklets on benefit programs, organizational histories, descriptions of employee services and facilities, employee newspapers, and safety regulations are typical of the written materials that an organization often gives recruits when they are hired.

Informal socialization, on the other hand, takes place on the job (Jones, 1986) and consists of experiences and materials that are not designed especially for recruits (Jablin, 1987). Information is gained through interactions and thus informal

socialization provides a potentially data-rich mechanism by which newcomers can learn much of the particular idiosyncracies of the corporation and employees that form the culture of that organization.

Newcomers experience socialization through a variety of stages including anticipatory socialization, the entry/encounter phase, and the metamorphosis (van Maanen, 1975). The anticipatory socialization phase begins long before the person enters the working world. Jablin and Krone (1987) described anticipatory socialization as the beginning in childhood. Through parents, peers, school, the media, and part-time employment, people begin to develop expectations about the working world. When people choose a particular position or place of employment, Jablin (1987) says they begin to focus their expectations. They seek information about the organization and from the people they interact with in either

formal or informal interviews. In terms of the part-time faculty member, this includes exploring the mission of the university/college, meeting potential colleagues, and inquiring about course syllabi and texts. Jablin noted most people enter an organization with overly positive, often unrealistic expectations. Too often, part-timers, like Terry, enter with the expectation that part-time teaching will lead to full-time employment. For most, this is a but a dream. Given the economic conditions at many colleges and universities, using part-timers for instruction purposes eases financial strain.

The second stage in organizational assimilation is encounter (Jablin, 1987). At this stage, new employees begin to learn about their organizational role. This includes what Jablin terms sense-making activities, unfreezing of attitudes and behaviors, and initiation to expectations of significant others (Jablin, 1987, p. 695). At this point, the new employee learns

the day-to-day operation of the organization. For those who entered with unrealistic expectations, the encounter phase may be a surprise or shock (Louis, 1980). Jablin noted that most of the learning process focuses on communication behaviors. This communication can occur through formal or informal channels. Often, a supervisor will give formal, explicit direction regarding the person's position. More informal channels would be through co-workers.

When instructors are graduate students, they are enveloped in the socialization process through interactions with faculty and peers (Myers, 1994). They have a link to faculty through coursework and to other graduate students who are sharing the same experience. The mentoring process enables graduate students to become assimilated to the organization. Research on mentoring shows increased success for new faculty who are influenced by an established member of the department

(Hill, Bahniuk, & Dobos, 1989). Unfortunately, the relationship between full-time faculty and part-timers often does not lend itself to the kind of mentoring that is needed. Roueche et al. (1996a) cited the narrative of one who went from part-time to full-time status: "Moving from the ranks of a fifth-year adjunct instructor to a full-time position was for me equivalent to stepping from the shadows to center stage, from invisible understudy to recognized performer. In reality, my role didn't change, it merely expanded. But perceptions changed" (p. 33). This instructor felt a sense of belonging and recognition for her contributions that was missing during her time as an adjunct faculty member.

Within the university/college setting, part-time faculty are usually hired by the department chair. In this process, the person is given information about the class(es) to be taught, the options regarding texts, the appropriate syllabi, and an office.

Some institutions provide a general handbook that provides information on teaching (Grieve, 1990). At this point, the new instructor is expected to assemble a course consistent with the university/college standards and expectations. The question becomes, how does the new instructor find out this information? Many use informal channels of information. Although the literature calls for more extensive orientation programs that socialize the part-time faculty members (e.g., Dixson, 1996; Roueche et al., 1995, 1996a, 1996b), those programs seem to be lacking in many universities and colleges. Given the literature on part-time faculty status in colleges and universities, we need to ask

RQ1: What are the roles and duties part-time faculty fulfill in their departments?

RQ2: What kinds of socializing processes are available for new part-time faculty members?

RQ3: What kinds of information are new members given?

RQ4: What kinds of information do they want/need?

In addition, to exploring the encounter phase of new part-time faculty members, this project will explore the attitudes and feelings held by part-timers. Frequently, part-time faculty members feel as those they are in the shadows, invisible among full-time faculty members. Therefore, we will ask

RQ5: What opportunities for supportive communication relationships with full-time faculty members exist?

RQ6: Do students treat part-time faculty members differently than full-time faculty members?

Method

In order to better understand the role part-time faculty play in the university/college setting, it is necessary to talk to people in those positions. We used in-depth interviews to ascertain the necessary information. McCracken (1988) wrote

that qualitative methods provide researchers an opportunity to see the world through the experiences of another. The interview format is the best option for accessing and understanding the experiences of another. It provides an opportunity to see the patterns and content of the daily experience of people (McCracken, 1988). "The long interview lets us map out the organizing ideas of [socialization] and determine how these ideas enter into the individual's view of the world (McCracken, 1988, p. 10).

Based on informal conversations and one structured interview we developed an interviewing schedule to answer our research questions (see Appendix A). We interviewed eight instructors who have served in the role of part-time faculty member at a university or community college in Northeast Ohio. The participants were asked to volunteer to assist with a research project concerning part-time instructors. Four of the

volunteers were complete strangers to the researchers, their names having come from friends or college/university rosters. The remaining four participants were casually known on a professional level by the researchers. All participants had started new teaching positions within the last two years. The participants represented eight different universities or colleges with some working at a multiple number of institutions. All interviews were audio-taped and transcribed. Each interview took approximately 30-45 minutes.

Results

Van Maanen and Schein (1979) and Louis (1980) found that uncertainty reduction was the major goal of newcomers in organizations. There are two kinds of socialization practices which aid newcomers in their effort to reduce uncertainty: formal and informal. Research has found the effects of socialization to be multifaceted including satisfaction and

feelings of personal worth (Feldman, 1976), effective performance (Wanous, 1980), productivity (Schein, 1961,1968, 1971), and organizational commitment (Buchanan, 1974; Falcione & Wilson, 1988; Feldman, 1981).

Results from the interviews of eight part-time teachers' experiences during their "breaking in" periods supported these findings and suggested that 1) part-time employees often feel isolated and lament not being able to establish professional and personal relationships with peers; 2) part-time faculty believe that lack of professional development can have serious consequences on the quality of classroom instruction and their own career advancement; and 3) those who have had extensive experience in the classroom, college or high school, are more likely to be satisfied with socialization opportunities available to them.

Part-time faculty

Most participants found their integration into the department limited although most all reported receiving written material that covered basics such as school policies. What was often lacking, however, was information about day-to-day operations including such things as where to get grade books, what to do if they were unable to teach a particular class, where to turn in grades, and how to pick-up their paychecks.

All participants felt that the lines of communication between themselves and their chairs were open. Additionally, they felt that assistance was available, if they just knew the right questions to ask. Most participants named the department secretary as their best source of information and assistance.

In answer to Research Questions 1 and 2, all participants in this study described their duties as classroom instructors without any mandatory extraneous duties such as advising students or serving on department committees

although two participants said they taught at institutions where such activities were open to them on a volunteer basis. All participants said they received some sort of formal orientation although the quality and adequacies of the process varied depending on the institutions. This study found that satisfaction with the quality and quantity of the information was influenced, in part, by how much previous teaching experience the participants had and the time of day that the part-time faculty member taught. The two interviewees expressing the most satisfaction were two who had extensive classroom experience; one was a retired high school honors political science teacher who had retired after 28 years in the classroom and the other was a high school honor geography/history teachers with 21 of teaching experience. The following text more fully answers Research Question 2 and provides insight into Research Questions 3 and 4.

Part-time faculty

A: I was unable to go through the formal school-wide orientation program because I started teaching in winter semester and the program is only held in the fall. But I was given a handbook of policies and procedures, the department chair spent time talking with me answering questions, and the department secretary makes sure I get all the updates and changes I need. I was given autonomy right from the start to develop my own syllabus. I am always asked what times I would like to teach and my schedule (class) is what I want it to be. Everyone in the department is extremely helpful. If I have a question, it is answered.

B: When I first started I was given a number of model syllabi for the course I was teaching by the chair of the department. He (department head) took me on a brief tour, showed mewhere things were. I get information about what is going on and have been invited to meetings, but they are held

during the day and since I teach, I can't go. But the department chair calls me once or twice a month to make sure that everything is going well. I ask questions and I get the information I need. I was very satisfied and continue to be happy with the contact and support I get from the department.

C: Part of the problem is knowing what questions to ask. I didn't even know I was entitled to a grade book. I was keeping grades and attendance on regular paper. I finally bought my own grade book and then found out from another part-time instructor that the department supplies them. How would I know? You have to ask. You have to take the initiative. It's not that they are trying to do you a disservice, but they don't know what you don't know. But unfortunately, neither do you. I was given a rule book and there's always information in my mail box. That's helpful to a point, but in some cases I need explanations and don't know it. I always

teach at night because I have a job during the day and it's tough. You're pretty much on your own.

The best thing that works for me is E-mail. The person in charge of the courses in this area is pretty responsive. Now that I have some experience and know what to ask things are much easier. I can write and get an E-mail back the same day. That's very helpful.

D: When I started I was given a phone directory and a parking pass and I continue to get occasional memos. But that's it. Although I have to say this school attempted to do a better job than another I worked at where I was given nothing. Absolutely nothing. Here everything I need I have to hunt down myself. I'm not asked to go to meetings. I have little on-going contact with the department except in the classroom. It's not great.

E: I was given a packet of information about the class I was going to teach which was very helpful. Another thing that really helped was information about the school's philosophy and mission statement. It really helped me get a mind set and when I walked in here I knew the role I had versus the role I would have at a different school.

F: There was a meeting in the teacher's lounge of the main classroom building and all new teachers were invited to attend. This information (given at the orientation session) was helpful later on when I ran into a situation where I felt I had to make a decision that involved ethics -- when it became apparent that students were sharing their homework and turning in others' work as their own. It was good to know the school had (a policy concerning) morals. Nothing was specific, but I knew I would have support for the decision I made.

Part-time faculty

G: I received a handbook from the assistant dean's office that answered some questions. It was interesting that what was written and what was done were two different things. For example, when I needed to find someone to teach a class for me the book said to notify the dean as soon as possible. So I did and the people in the office asked, 'Why did you do that? You don't need to.'

H: I attended a meeting and received a packet (about the class to be taught) but I kept telling my husband that I'm really glad I had taught at another place before so I knew what questions to ask because a lot of what would have been my questions were not covered. You know, tax forms, parking permits. It was "figure it out". But I knew what questions to ask and they were helpful in answering them.

I think because the community college (at which she teaches) depends so much on part-timers, they do a good job of

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incorporating us into the school. I was given a handbook which had everything in it - numbers to call for snow closings, if you're going to be absent, copies of different forms, forms if you want to get something copied, campus maps, all kinds of information.

In answer to Research Question 5, participants were asked about their contact with peers and whether there were any benefits to close peer relationships. Most of the participants said that they taught at off-hours, early in the morning or late at night, and so had little opportunity for "casual"meetings with others. Additionally, many of the part-timers interviewed had either full-time jobs or worked at several different colleges or universities and so had limited time to fit meetings into their schedules. Yet most participants said that they missed not

being able to develop relationships with other part-timers or full-time faculty members.

A: Regular office relationship are wonderful but I have a limited amount of time I can give them. We talk and I have helped set up a hands-on experience for another faculty member in the department because of my connections (participants is active in local politics). I'm retired but busy. I own a store and am on city council. I have outside friends and activities. They (faculty members) use me as a resource and I certainly feel I can do the same with them if I have a need to do so.

B: I teach at night but I'm very lucky because at my high school there are five of us who have advanced degrees and work as adjunct faculty. And even though we don't teach at the same place (as adjuncts), we can help each other a great

deal. Without my little circle of friends it would be different. We support each other, discuss things, ask questions, complain, you know, we're there for each other. Teaching is tough enough but to be isolated would make things impossible.

It is important to have peer support for commitment. Contact makes commitment and while I don't have the opportunity to hang out at the college I can hang out with my adjunct peers at my high school. If you don't get the support you need, you leave. A sense of belonging affects turnover. I have this sense of belonging primarily because of my adjunct friends.

C: Unless I happen to meet someone at the copy machine I don't have contact with anyone. And it would really be great to have face-to-face contact. I would love to be able to meet some people to talk to about things-- both professional and social. I wish there were some department activities at

night. You could meet people and feel like you really belonged, like you're a part of things. I would even really like a chance just to meet other part-time instructors and share experiences.

You have to figure out so much on your own it would be great to be able to talk and pass along things you've learned, mostly by trial and error, short cuts, things that work, things that don't. This would help people work more effectively. And you would be able to make some friends who are doing what you are doing. You are isolated, both personally and professionally.

D: The only chance I have to meet someone is at the copy machine --- if I introduce myself. There are phone calls to the department chair and secretary but that's the only contact I have with people in the department. And I have to take the initiative. I miss a peer support system. Luckily, I

have a long history with another institution (received a degree from that school) at which I teach and have been able to maintain the contact I had with members of the faculty. But I would like to be able to meet other part-time faculty members. There's an energy that's created when you have a support group. That's missing from this teaching experience.

E: I was just going to walk into people's offices the first day and introduce myself but then I noticed everyone was so busy and they didn't even seem to notice me anyway and I thought that maybe they have so many adjuncts in and out that its just not part of their culture. So I just decided to sit back and wait and see. But I didn't know who worked here and who didn't because sometimes older students would walk in.

At a community college where E worked as part-time faculty things were handled differently.

Part-time faculty

E: They (college administration) started a mentoring program and new part-timers were given a mentor for the first year and that mentor would check in with them periodically. There was a part-time faculty office and there were so many adjunct people that you could go in and there would be people there to answer your questions.

F: There was a full-time person hired to coordinate the course (I taught) because it was a requirement and there were several sections of it, taught by part-time people. He was very helpful and he shared his lesson plans with me. But I did not have a lot of contact with other people. As a part-timer, you come in, you teach, you leave. I was there two days a week.

G: Sometimes there were functions where I didn't know if I was supposed to attend or not and I did go and I'm glad I did because then when I didn't go people would ask 'Where

were you?' and that's nice to have. At the same time I really didn't feel a part of it (faculty) not by the university but from the full-time faculty. Some of them still believe there is a distinction between part-time and full-time faculty.

She went on to say that some of the part-time faculty had a softball team that encouraged post-game get togethers.

G: I am glad I did (join the post-game outings) because at first it was very awkward because I didn't feel a part but when I started going I started meeting other people and seeing people on campus (that I knew) and it made it easier to attend other functions too.

H: There are appreciation dinners (at the community college), something (held) at the beginning of the year, something at the end, and maybe something at Christmas. And

Part-time faculty

I do get notices in my mail box about mixers with students and students and faculty but because of the timing I haven't gone to any of them. Also, distance (length of the commute) really affects what I do.

At another school (4-year university) I know the course director and the chair of the department but the rest (of the faculty) I don't recognize except for an older man. I don't know his name but every time I bump into him he says if I have any questions to please ask him -- if I can find him. It's been very strange for me here. It is sort of like I'm here but then I'm not here --like I'm invisible. Every time I see people they are very nice but they don't know who I am. Maybe over time that will change.

When asked about opportunities for professional development, most part-time faulty felt there was little open to them. Their ability to attend department events was influenced

by the timing of the activity. Some of the participants showed a lack of interest in attending meetings.

A: I don't feel I have a great need or desire for professional development. My teaching experience has taught me a great deal and my political career (serves as a city councilman) helps keep me current in what I teach (political science). And I continue to read a lot -- professional journals, political information. I keep current on my own.

B: I have been very lucky. I have been invited three times to attend conferences and seminars as a guest of the college. That helps me feel important and appreciated. I do a lot of reading in my subject area so that I stay on top of what is going on in my area (subject matter). And I have my peer system, my adjunct friends. We talk about ways to improve in the classroom both on the high school level and the college

level. I can't complain. I feel I have wonderful professional support and development. And I'm really not interested in research and neither is the college where I teach so I guess I get pretty much what I need and want.

C: There is no professional development. I have to be creative on my own, try new things and see if they work. I would like to fin d out what other people are doing and tell them about my experiences. I do write my own syllabus and submit it to the coordinator to make sure its what they want. But you're really just own your own.

D: As far as I'm concerned, professional development support doesn't exist for part-time faculty. At least, I have never experienced any. I am a self-innovator in the classroom. It all falls to me to be a quality teacher and provide students with the level of instruction they should be getting. Luckily, I can go back to my doctoral program professors and ask

questions, but that's really a limited source. I have absolute class autonomy where I teach part-time. Pretty scary, isn't it? The only thing I was told I must do is that I must give a final. But I can do pretty much whatever I want.

I would welcome some support both in the classroom and out of it. It's extremely frustrating to try to do research without support, either financially or professionally. I look at conferences now with an eye to which ones can I afford to attend. I submit papers often based on the same decision. I find people to be co-authors who are on faculty full-time because they get financial support and are able to go to conferences that I can't afford to go to. This is not the best way to develop a research career but I don't have any choice. I can't afford to do anything else.

E: They (community college) have a part-time faculty senate and I am required to attend a faculty development

session every quarter which I think is a great idea even if you don't learn anything. You go there and have juice and muffins but you get to talk to part-timers and find out what they are doing in their classes and its nice because you get to know the names of people.

H: I have thought about joining (part-time faculty committees) but because of my driving (distance) if they had meetings other when I had (to teach) a class, I wasn't going to want to drive 50 minutes for a 20-minute meeting.

Half of the participants expressed concern about the quality of education that part-time faculty can deliver to students in the classroom and out of it..

B: But there is no question that the quality of education can be affected by the quality of the teacher. When I was

getting my degree I had some part-time professors and some were okay but others were not. The ones that were not were the ones that could not convince me they really cared about me, the student, or that they lacked a certain sense of confidence as a teacher. Maybe they were just going through what so many adjunct faculty experience and don't have a sense of belonging, a sense of commitment. Maybe they didn't get the support they needed to succeed in the classroom. It's tough to have that sense of commitment if you are not a teacher by profession, if you have another occupation and only teach part-time. Where do you get your teaching support?

C: I think that professional support would permit a part-time teacher to work quicker and smarter and that would help in the classroom. It's the students who would benefit along with the instructor.

Part-time faculty

Knowing how to handle students is a real challenge. I really like doing what I am doing but would enjoy some professional pointers. You're too much on your own. You try to be open and fair and help the students but you don't know if what you are doing is right or wrong or if there is a better way to do it.

Participant D said that it was difficult to judge the quality of instruction given by part-time faculty from a peer perspective as she had not had the chance to observe any part-time faculty in the classroom. But she said that lack of commitment and a sense of being part of an institution could adversely affect the quality of teaching.

D: I can recall as a student that part-time faculty was pretty much a hit or miss thing. Occasionally, I would have

someone who was fabulous. But there were plenty of those who were not very good. I know students benefit from full-time faculty because they can connect , face-to-face. Part-time faculty, at best, can only do so much. Institutions are kidding themselves if they think otherwise.

Let's face it. Part-time faculty aren't paid enough to really get involved, to commit big chunks of time. It (part-time employment) amounts to slave labor. It's not the way toget the most out of a faculty and give the most to the students. But it's what the market will bear and I don't see the structure changing anytime soon.

H: I think most places trust us enough to do (teach without supervision).Two of the schools at which I have taught I was evaluated by people who came into the classroom but I really got no feedback except for them to say 'Oh, you did a

nice job. I'd have no problem recommending you to the dean or whatever'.

Three of the participants said that they have considered returning to school for their doctoral degrees but are reluctant to do so because they see so many Ph.D.s working part-time, hoping to get a full-time job. All three said that they could not see how the time, effort, and expense of an additional degree would help them in their university careers.

In answer to research Question 6, none of the part-time faulty interviewed said they felt that they were treated any differently than full-time faculty was treated by the students. One participant said that because many pert-time faculty teach lower level courses that are traditionally taken by freshmen, the students might not even be aware that there is a difference in the status of part-time and full-time faculty.

Discussion

Universities and community colleges rely on part-time faculty for a significant number of classroom instructors with estimates ranging from 38% at universities to 67% at community colleges of total teaching faculty working as part-time employees. Results of interviews with eight part-time faculty members, representing eight different institutions, indicate that the participants of this study felt they were given less support and assistance than what they felt was needed to do their job adequately. Instructions for day-to-day operations dealing with such mundane tasks as grading, sick policies, and tax forms were frequently missing from orientation efforts. Many of those interviewed said they felt isolated and invisible without any real professional or personal connection to the departments in which they taught.

Part-time faculty

Earlier research shows that socialization can have a powerful effects on workers within an organization (Blau,1988; Buchanan, 1974; Falcione & Wilson, 1988; Feldman, 1976; Schein, 1961, 1968, 1980; Wanous, 1980) and that temporary or part-time workers often feel isolated and non-connected with adequate support systems at work (Algren, 1997).

The results of this pilot study indicated that many of the adverse effects of inadequate socialization are at work among part-time faculty members. Many participants expressed the attitude of 'I teach and I leave' and none talked of strong, on-going professional or personal relationships with others in the department. They often referred to themselves as isolated, invisible, an unknown. These terms point to a feeling of not being connected, not being a part of the organization. Socialization research shows that this sense of not belonging can reflect on productivity (Schein, 1961,1968,1980) and

quality of work (Blau, 1988; Wanous, 1980). In a survey (German, 1986), of full-time faculty, 80% believed that part-timers affected academic excellence. In this study, 50% of the participants, part-timers themselves, expressed the same concern. Further research needs to explore these the question of teaching quality using qualitative and/or quantitative indicators.

Jablin (1987) conceptualizes socialization as a multi-phase process in which the second phase, encounter, should provide the employee with needed information about day-to-day activities and the operation of the organization. Much of the information in this phase comes to the employee through informal channels and provides the basis for communication sense-making in the organization's environment. It is during this phase that surprise or shock at what the individual encounters can lead to disillusionment. Most of the organizations represented in this study followed a pattern of

orientation described by Roueche, Roueche and Million (1995) and viewed such events as more of a "welcoming effort" than an on-going, strategic education program. Research has shown that while if newcomers to an organizations frequently turn to peers for information (Jablin, 1987). Participants in this study, however, stated over and over again that they lacked adequate peer contact.

The third phase, metamorphosis, provides the opportunity for commitment and professional and personal development. Interviews with the eight participants in this study indicate that part-time faculty members are not generally getting adequate information for a successful and productive completion of the second phase. Therefore, it should come as no surprise that the sense of commitment and excellence to the organization that is characteristic of the third phase, metamorphosis, does not occur. Over and over participants

expressed a sense of "invisibility" within their organizations. While many part-timers may continue working at their institutions, perhaps because of economic necessity or career goals, it is doubtful that given the level of socialization support they report , they are as productive as they could be.

According to Falcione and Wilson (1988), socialization is crucial to organizatinal effectiveness. Many of those interviewed in this study expressed disappointment in how they were treated both professionally and personally. Many felt they were not given adequate information to do their jobs and that this was reflected in the quality of classroom teaching. Many participants expressed a desire to have the opportunity to receive professional support and development and to establish relationships with peers in their departments. It is obvious from the results of this study thatn more must be done to help part-time faculty, entrusted with the education of a significant

number of college students, enjoy a sense of belonging. As a colleague of one of the authors of this article pointed out,"The students don't pay any less (tuition) when they are taught by a part-time instructor."

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Appendix A: Interviewing Schedule

Name:_____

_____

Institutional

Affiliation:_____

Date:_____

Tape No._____ Side_____

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1. What duties and roles do you perform in your department?

-What kinds of socializing processes have you experienced to learn about these roles and duties?

-Tell me about the quantity of information you received-was it enough?

-Tell me about the quality of information you received-was it always accurate?

-Tell me about the consistency of information you received.

-Tell me about the continuity of the information-was it readily available throughout your time in the department?

-What kinds of meetings did you attend?

-Describe those meetings for me

-What printed materials were you given or made aware of?

Part-time faculty

-Were opportunities for informal exchanges of information with other faculty made for you?

1a. Did you take advantage of opportunities to associate (formally and informally) with other faculty members?

-Why or why not?

-(if yes)Describe those exchanges for me

2. What kinds of information did other faculty members give you to help learn what you are supposed to do in the department?

-Who provided you most of this information? (focus on role in department rather than a specific person)

-What kinds of information did you want or need that you did not receive and/or had to seek out?

3. What opportunities for supportive communication relationships with full-time faculty members were made available to you?

-are there opportunities for research (are you interested in research?)

-are there opportunities to work with a full-time faculty member doing research?

-are there opportunities for professional development

-are there opportunities for innovation in your classes?

-how much flexibility are you given as the instructor? (how closely do you follow the departmental syllabi?)

-are there opportunities to develop your teaching skills-observation, workshops, updating methods?

-are you able to make suggestions/innovations within the department comfortably

-any concern with teaching excellence for part-time faculty?

4. How do the students treat you as a part-time faculty member?

-do you feel it is different from the manner in which they treat full-time faculty members? Why or why not?